DOCUMENT RESUME

ED 461 068 CG 031 499

AUTHOR Weyer, Christina Y.; Carducci, Bernardo J.
TITLE The Three-Component Model of Shyness: Conceptual, Correlational, and Treatment Considerations.
PUB DATE 2001-08-00
NOTE 7p.; Poster presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Attitude Measures; College Students; Etiology; Higher Education; *Interpersonal Competence; *Models; Peer Relationship; Psychometrics; *Shyness; Student Surveys

ABSTRACT

The purpose of this study was to examine the three-component model of shyness as assessed by the Cheek-Buss Shyness Scale (CBSS). Eighty-four introductory psychology students completed the twenty-item CBSS and three single-item measures assessing the physiological, behavioral, and cognitive components of shyness. The results indicated a consistent pattern of significant correlations ($p<.01$) for the three separate component measures of shyness across the twenty shyness items. Such a pattern suggests that each of the three separate components of shyness appears within each shyness scale item and assists in reconciling previous psychometric research investigating the CBSS and the three-component model of shyness. A discussion of the methodological and treatment implications of the three-component model of shyness is also presented. (Contains 1 table and 14 references.) (Author/JDM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 461 068

Running head: THREE-COMPONENT MODEL OF SHYNESS

Poster presentation at the Annual Conference of the

American Psychological Association, San Francisco, August 2001

The Three-Component Model of Shyness: Conceptual, Correlational, and Treatment Considerations

Christina Y. Weyer Bernardo J. Carducci

Shyness Research Institute

Indiana University-Southeast

BEST COPY AVAILABLE

Address all correspondence to: Bernardo J. Carducci, Shyness Research Institute, Indiana University-Southeast, 4201 Grantline Road, New Albany, IN 47150 or E-mail: bcarducc@ius.edu.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
B Carducci
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CG031499

Abstract

The purpose of the present study was to examine the three-component model of shyness as assessed by the Cheek-Buss Shyness Scale (CBSS). Eighty-four introductory psychology students completed the 20-item CBSS and three single-item measures assessing the physiological, behavioral, and cognitive components of shyness. The results indicated a consistent pattern of significant correlations ($p < .01$) for the three separate component measures of shyness across the 20 shyness items. Such a pattern suggests that each of the three separate components of shyness appears within each shyness scale item and assists in reconciling previous psychometric research investigating the CBSS and the three-component model of shyness. A discussion of the methodological and treatment implications of the three-component model of shyness is also presented.

The Three-Component Model of Shyness: Conceptual, Correlational, and Treatment Considerations

Contemporary theoretical conceptualizations (Carducci, 1999b; Cheek & Krasnoperova, 1999; Melchior & Cheek, 1990) and empirical research (Cheek & Briggs, 1990; Cheek & Krasnoperova, 1999) assert that shyness consists of three components: physiological (affective), cognitive and behavioral. However, factor analytic research suggests that "a single dimension underlies the construct of shyness" (Jones, Briggs, & Smith, 1986, p. 638). In an attempt to reconcile these contradictory findings, the purpose of the present study was to examine directly the relationship between shyness and a physiological, cognitive, and behavioral measure of shyness. In the present study, individuals completed the Cheek-Buss Shyness Scale (1981), a frequently used measure of shyness, and three single-item questionnaire paragraph measures of the physiological, cognitive, and behavioral dimension of shyness used previously to examine the three-component model of shyness (cf. Cheek & Krasnoperova, 1999).

Method

Participants

Eighty-four introductory psychology students (19 males and 59 females, with 6 participants not specifying their gender, ranging in age from 18 to 56, with a mean age of 21.73 years) volunteered to participate as part of an in-class activity.

Materials

The Cheek-Buss Shyness Scale (CBSS) consists of 20 items, which are presented in the left portion of Table 1. Responses to the 20 CBSS items are presented in a self-report fixed format and include the following options: 1 = very uncharacteristic or untrue, strongly disagree, 2 = uncharacteristic, 3 = neutral, 4 = characteristic, and 5 = very characteristic or true, strongly agree.

The three descriptive questionnaire paragraph measures used to assess the physiological, behavioral, and cognitive dimensions of shyness, along with the instructions and response options, are presented in Appendix A.

Procedures

As part of an in-class activity, the participants were greeted by a male and a female research assistant and asked for their willingness to answer a few questions regarding their social interactions. After expressing their willingness to participate, each participant received an envelope containing an informed consent statement, the CBSS, and the three descriptive questionnaire paragraphs. After reading, signing, and returning the informed

consent to a research assistant, the participants completed the CBSS, answered the three descriptive questionnaire paragraph items, returned these materials to the envelope, and gave the materials to a research assistant.

Results

As can be seen in Table 1, the results indicated a consistent pattern of significant correlations ($p < .01$) for the three separate component measures of shyness across the 20 shyness items. More specifically, the physiological measure correlated positively with 19 of the 20 shyness items while the behavior and cognitive measures each correlated with all 20 of the shyness items.

Discussion

Such a pattern of results suggests that each of the three separate components of shyness is reflected within each shyness scale item. This pattern of results can assist in reconciling previous conflicting psychometric research investigating shyness measures and the three-component model of shyness. More specifically, the failure to identify three separate dimensions of shyness within shyness measures may be due, in part, to the three separate dimensions being highly correlated with each of the items contained in the shyness measures. As seen in the present results, with only one exception, all of the 20 items in the CBSS correlated significantly with the physiological, behavioral, and cognitive measures of shyness. Thus, it appears that the three dimensions of shyness are "lost" within this shyness measure because they are contained within each of the items. Since the three dimensions are basically contained within all of the items in the CBSS, this helps to explain why the CBSS has been used successfully in previous research, with the exception of factor analytical research, to find support for the three component model of shyness.

The results of the present study also have implications for the treatment of shyness by taking into consideration the three different components of shyness. More specifically, biofeedback training and various forms of relaxation training (cf. Pilkonis, 1986; Schneier & Welkowitz, 1996) should be included in the treatment program to address the physiological component of shyness. To address the behavioral component of shyness associated with a lack of social skills, individual therapy and other forms of social support groups for the purpose of developing social skills and learning to receive feedback from others in a controlled social setting should be included as part of the treatment program (cf. Carducci, 1999a; Henderson, 1994; Schneier & Welkowitz, 1996). To address the cognitive component of shyness, cognitive therapy should be included in the treatment program to address the causal attributions for their shyness (cf. Carducci et al., 2000) and the self-selected strategies to deal with their shyness

(Carducci, in press; Carducci et al., 1997) by shy individuals. Such multiple-mode treatment programs reflect the complexity of how shy individuals experience their shyness (cf. Carducci, 1999b, 2000).

References

Carducci, B. J. (1999a). The pocket guide to making successful small talk: How to talk to anyone anytime anywhere about anything. New Albany, IN: Pocket Guide Publishing.

Carducci, B.J. (1999b). Shyness: A bold new approach. HarperCollins: New York.

Carducci, B. J. (2000). Shyness: The new solution. Psychology Today, 33, 38-40, 42-45, & 78.

Carducci, B. J. (in press). What shy individuals do to cope with their shyness: A content analysis. In W. R. Crozier (Ed), Shyness: Development, consolidation, change. New York: Routledge.

Carducci, B. J., Henderson, D., Henderson, M., Walisser, A. M., Brown, A., & Mayfield, D. (2000, August). Why shy? A content analysis of self-perceived causes of shyness. Poster presentation at the meeting of the American Psychological Association, Washington, D.C.

Carducci, B. J., Marion, C. R., Lynch, D., Dosch, M. M., & Boley, A. L. (1997, August). Top-10 self-selected strategies to overcome shyness: A content analysis. Poster presentation at the meeting of the American Psychological Association, Chicago.

Cheek, J. M., & Briggs, S. R. (1990). Shyness as a personality trait. In W. R. Crozier (Ed.), Shyness and embarrassment: Perspectives from social psychology (pp. 315-337). New York: Cambridge University Press.

Cheek, J. M., & Buss, A. H. (1981). Shyness and sociability. Journal of Personality and Social Psychology, 41, 330-339.

Cheek, J. M. & Krasnoperova, E. N. (1999). Varieties of shyness in adolescence and adulthood. In L. A. Schmidt & J. Schulkin (Eds.), Extreme fear, shyness, and social phobia: Origins, biological mechanisms and clinical outcomes (pp. 224-250). New York: Oxford University Press.

Henderson, L. (1994). Social fitness training: A treatment manual for shyness and social phobia. Palo Alto, CA. Shyness Institute.

Melchior, L. A., & Cheek, J. M. (1990, August). Towards the development of a three-component measure of shyness. Paper presented at the meeting of the American Psychological Association, Boston.

Jones, W. H., Briggs, S. R., & Smith, T. G. (1986). Shyness: Conceptualization and measurement. Journal of Personality and Social Psychology, 51, 629-639.

Pilkonis, P. A. (1986). Short-term group therapy for shyness. In W. H. Jones, J.M. Cheek, & S. R. Briggs (Eds.), Shyness: Perspectives on research and treatment (pp. 375-385). New York: Plenum.

Schneier, F., & Welkowitz, L. (1996). The hidden faces of shyness: Understanding and overcoming social anxiety. New York: Avon Books.

Table 1

Correlations of Cheek-Buss Shyness Scale Items with the Measures of the Physiological, Behavioral, and Cognitive Components of Shyness

Shyness Scale Items	Components of Shyness		
	Physiological	Behavioral	Cognitive
1. I feel tense when I'm with people I don't know well.	.450**	.513**	.520**
2. During conversations with new acquaintances I worry about saying something dumb.	.450**	.568**	.510**
3. I am socially somewhat awkward.	.259**	.500**	.452**
4. I do not find it difficult to ask other people for information. (R)	.276*	.288**	.206
5. I am often uncomfortable at parties and other social gatherings.	.460**	.630**	.536**
6. When in a group of people, I have trouble thinking of the right things to talk about.	.410**	.518**	.570**
7. I feel relaxed even in unfamiliar social situations. (R)	.336**	.562**	.458**
8. It is hard for me to act natural when I am meeting new people.	.000	.246*	.218*
9. I feel painfully self-conscious when I'm around strangers.	.470**	.553**	.594**
10. I am confident about my social skills. (R)	.395**	.515**	.461**
11. I feel nervous when speaking to someone in authority.	.218*	.258*	.355**
12. I have trouble looking someone right in the eye.	.286**	.614**	.324**
13. I am usually a person who initiates conversations. (R)	.304**	.546**	.325**
14. I often have doubts about whether other people like to be with me.	.270*	.401**	.586**
15. Sometimes being introduced to new people makes me physically upset (for example, having an upset stomach, pounding heart, sweaty palms, or heat rash).	.684**	.667**	.526**
16. I do not find it hard to talk to strangers. (R)	.570**	.558**	.552**
17. I worry about how well I will get along with new acquaintances.	.372**	.438**	.519**
18. I am shy when meeting someone of the opposite sex.	.482**	.597**	.574**
19. It does not take me long to overcome my shyness in new situations. (R)	.483**	.531**	.550**
20. I feel inhibited in social situations.	.388**	.569**	.638**

Correlations base on n = 84.
*p < .05 (2-tailed)
**p < .01 (2-tailed)

(R) = Reverse scoring of item